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Parenting style and self-assertiveness: effects of a training program on self-assertiveness of Iranian high school girls

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Abstract

The present research aimed to investigate the effects of a self-assertiveness training program and different parenting style in female first grade high school students in tehran. students were selected from 14 education authorities as designated by the Iranian ministry of education. all students had enrolled during the academic year 2008-2009. The aims of the present research were two fold: first, to compare self-assertiveness in students with different parenting styles and second, to examine the effects of a self-assertiveness training program in students. the sample, using a cluster sampling method consisted of 450 students of whom 40 were selected to take part in the training program. all subjects completed the assertiveness inventory (AI) and a 76 item inventory measuring parenting style. subjects completed these questionnaires twice before and after the training program. statistical analysis showed that there was a significant difference between the extend of self –assertiveness of students in families with different parenting styles. The greatest difference was in connection with “ little control and too much love”. it was further found that students who scored low on self-assertiveness measures can benefit significantly from self-assertiveness programs.

Key words: parentig style, control, love, self-assertiveness

1. Introduction

There has been so much attention to social interaction in recent years. As some people are skilled interactor resulted in many research to social interaction. Most researchers agree most social behavior are instructing. (Ormrod, 1999) because children who are not reared among people, has unacceptable and different social behavior rand can not speak. Those who has not warm family, does not have correct social behavior. (Hargie & owen 1990) Bandura (1986) in his cognitive-social theory assert all behavior except primary reaction is learning. He believes social learning from modeling and vicarious learning especially parents take place. Family is the first and the most important factor effecting on personality. Besides parent influence from heredity, family social statute, economy, thought and belief, custom, will, education level of parent, age and family form and member behavior pattern to each other, and total atmosphere of family on personality and personal and social behavior, are effective too. (Hargie & owen, 1990) therefore, attention to method of parenting is an indispensable factor on social skill forming. Researchers know there is relation among parenting method and life skill development. Some believe there is

meaningful relation between kind of parenting and life skill quality on adolescence. (Slicker, Picklesimer, Guzak, Fuller, 2005) Hoseinian and Baniasadi findings(2006)show those who has more life skill has more real evaluation of life, extinct thought, are decisive on functionality of their capacities and on encountering to life events are more resistant. World health organization, (2002) has divided life skill on personal and social skill. For example: decision making &problem solving skill, personal skill and communication skill and inner one are of social skill. Lack of assertiveness, is an inner one problem, in which be visible on social situation, job, family and commune interaction. It is ground of other problem of psych interference. Decisiveness is one of the most important factors on social skill and is remediable aspect on inner-personal relation and can be learned and is changeable too.

There is so much research on relation between assertiveness variance and self regard and anger (Hormozinezhad, 2001) self confidence (Krupat, Irish, Kasten, Freund, BURNS, 1999) was reported. There is meaningful relation among self regard, self confidence, exiting, to parenting method. (Vignoli, Croity-Belz, Chapeland, Defillips, &Garci, 2005) by these findings, we could present the first hypothesis: there is difference among parenting method and ability of students to assertiveness. By the research ha been done on nurses (Mc Cabe & Timmins, 2003) patients (Dehbozorgi, 1995) university students (Begley &Glacken, 2004, DEZHBAKHSH, 1996) student (Lizarraga, Ugarte, Cardelle, & Iriate, 2003, nisiu shahni eelagh, 2002) shows skill teaching especially assertiveness skill has positive effect on people. And then get to the second hypothesis: teaching assertiveness program increases score of assertiveness among students.

According to the effect of parenting method on social development ,problem-solving skill, independence, decision making (Eliot, 1990) and increasing self regard(Khademian,1996, HOrmозinezhad,1998)creating environment for mental development and emotional security of children(Winsler, Modigan, &Aquilino, 2005) and effect of assertiveness instructing on social skill (Lizaraga &cooperative,2003) and increasing self regard(Yen roolin,2004) we expect parenting method has been influential on assertiveness instruction. In this regard, the third hypothesis is “assertiveness instructing program of students by different parenting method is different effect too.” In this research, we compare amount of instructing program effectiveness and parenting method.

Method: Statistic society, sample, method of research:

In the first part, we compare amount of assertiveness on four method of parenting. Statistic society is 108750 female students on different school of Tehran on the year of 2008-2009. Because of official limitation, we choose female student. Sample was selected by multi-phase coincidence. Among regions of Tehran, we choose region 14 by chance which has 27 high schools, and among them 15 was selected. And among its classes, we choose one class by chance. Research sample according to Moorgan table, 450person was selected. For the second part, interference of assertiveness instruction of the pretest-post test by control group was selected. Sample for the second part was semi-testing and require to heterogeneity of control and test groups. It was selected from one high school by six classes. In this sampling about 40 students were selected. This sample was heterogenic for low level of assertiveness to the mean students, residency, parent education, mean, intelligence share, demographic information like age and sex. Students characteristics are: 1. their assertiveness score was less than mean student. 2. Their first term mean was about 17-15 3. Intelligence share on Rion-pen test was about 100-115. 4. Their parents were diploma or more. 5. Their age was 15 and has only 4 month difference.6. All were educating on one high school. 7. Every 10 student has the same method of parenting. Then 20 students were participated on five session of assertiveness instructing. Contents of instruction session are on table1.

Measurement instrument: Assertiveness questioner: it has 40 questions and was designed on 1975 by Gambrel & Richi. Every question is explaining a situation and respondent recognize it by: very high=5, high=4, mean=3, low=2, very low=1. On Pirie (2005) research, construct validity questioner by two factor consequences method obtained. It is 48%assertiveness variances. For the two factors, suitable name was chosen. The first factor is heterogenic by Lang & Jacobsky views (1978) which holds simple activity of assertive and insist on other right and sensation. The second factor on Clay and cooperatives (1978) view is called interaction assertiveness. This factor has interactive dimension and be presented on to interacting to other and inner-personal action. Stability of questioner by revising method on Gambrel and Riche’s study (1975) was82%,and on Pirie’s research (2005)by Cronback Alfa method was85%. On autumn research (2003 quoted by Pirie 2005) on female student of second level was 92%.

Table1. Self-expressing teaching session's content

| No. | Session content | duties | time |
|-----|--|--|------------|
| 1 | Introducing, explaining essence of self-expression, discuss about advantages and function of self-expression, knowing own and other right in social and personal life, right of self-explaining or not ,freedom right, choose, idea explaining and sensation | Students pay attention to their daily action to remember when they regard to other right or violated it. | 100 second |
| 2 | Presenting reports of the last session and feedback, discussing about self-expressing behavior, causes of non self-expressing, familiarity by behavior forms like: ashaming, controlling, disputing, verifying causes, advantages and disadvantages of any kind of behavior, presenting example for clearing topics by exercise and role playing | Recognize and Distinguishing heroic ,disputable ,ashamed behavior on their own and others | 95 second |
| 3 | Presenting reports and feedback of focusing on disputing behavior, discuss: why do we be angry? Is it useful? Should we show it? What are its results? How we should show it? Method of anger controlling, exiting recognition, and controlling it, time recognition and place of anger showing by the aids of recognition renovation, and situation exercise in classes | Imagining of anger situation, calmness and controlling of anger facing others and practicing on real situation and explaining it on future session | 95 second |
| 4 | Report presenting and feedback, discussing about personal, social right and acknowledging of it as an background for recognition to say yes or no. why do we say, yes or no? Why do we could not? Result of self-respecting oppose to others, familiarity by requesting method, say yes or no by the aids of students experience by role playing on classes. | Thinking about sensation of acting against self-like and tolerance of non-wanted by own and family experiences | 95 second |
| 5 | Accumulating, introducing and answering to questioners | | |

Parenting methods questioner:

This questioner has 76 question, by the way of parenting ,based on 5 chooser scale ,they answer by ok or no. questioner was designed by Naghashian (2007)based on Shifer work. Stability of scale was calculated by Cronback Alfa and retesting. Amount reported was63%for control-freedom, 82%cold-warm relation, and stability coefficient and Cronback Alfa for the questioner was 92%, 82% respectively. (Quoted by Tahamtan, 1999) tahamtan has calculated stability of scale by cronback ALFA Coefficient and its amount for control-freedom dimension was 74% and for the whole 85%. Naghashian (2007) in his study has obtained to questioner validity from content validity. yaghoobkhani (quoted by naghashian, 2007) for validity effect of questions has used of the basic factor analysis in which conclusion has two question from1 to 42 has more influences on love factor, and 43to 76 has more correlation to control factor. As a whole, factor analysis has granted question validity and was agreed to questioner designer's view for measuring both dimensions.

Table2. Frequency and percent of students on the basis of parenting methods

| Parenting methods | frequency | % |
|------------------------|-----------|------|
| much control-much love | 118 | 29/3 |
| Low control-much love | 109 | 23 |
| Much control-few love | 87 | 21/6 |
| low control-few love | 89 | 22/1 |

Findings:

On the basis of table2 results, parenting method of high control-much love3/29%low control-much love23% high control-few love22/1% is reported.

Table3. One-way variance analysis for distinguishing differences of the student means score of self-expression on the basis of parenting method

| Parenting method | NO. | Mean score of self-expression | Standard deviation | Resource of changes | Sum square | df | Mean square | F | Meaningful level |
|------------------|-----|-------------------------------|--------------------|---------------------|------------|----|-------------|---|------------------|
|------------------|-----|-------------------------------|--------------------|---------------------|------------|----|-------------|---|------------------|

| | | | | | | | | |
|----------------------------|-----|--------|-------|-------------|----------|-----|---------|-------|
| High control- much love | 118 | 27/141 | 18/56 | Inner-group | 87/5959 | 3 | 1986/62 | |
| Low control- much love | 109 | 1/147 | 20/99 | | | | 18/5 | 0/002 |
| High control- few love | 87 | 136/2 | 17/66 | Inner-group | 5/152858 | 399 | 383/1 | |
| low control- few love | 89 | 140/2 | 20/83 | whole | 4/158818 | | | |

On reviewing first hypothesis, “there is difference among amounts of assertiveness on students and their parenting method” one-way variance analysis was done. There is meaningful difference between four groups. For two-two comparison of the groups, we have used of shefe persuaing test. Result show there is difference among parenting by low control-much love and high control, few love on assertiveness. On the basis of the two groups mean, those who has low control-much love parenting has more assertiveness.

The second hypothesis” instructing assertiveness program increases assertiveness score among students” was done by comparing pre-test and post-test. On data analysis, the difference between pretest and posttest score was obtained and the mean score was verified by t-test. (table4) on equalization of variances on the whole score and subscale, F-test asserted two variance of the two groups has no meaningful differences. We could use of t-test for independence test. Result of t-test shows assertiveness instructing program has increased students score on assertiveness.

It was concluded the differences between the two score was not by chance and instructing program was influential on primary and interactive assertiveness of students. (Tables5-6)

Table4. T-test of independence groups for comparison Of differential means of test group and control on self-expression scores

| groups | No. | mean | Standard deviation | Mean differential | t | df | p |
|---------------|-----|------|--------------------|-------------------|------|----|-------|
| Test-group | 20 | 28/9 | 24/1 | 28/6 | 37/5 | 38 | 0/001 |
| Control-group | 20 | -0/3 | 2/15 | | | | |

One-way variance analysis for verifying instruction program on student assertiveness shows there is no meaningful difference between assertive score on student by different method of parenting before and after instructing program.

Table5. T-test of independence groups for comparison Of differential means of test group and control on confronting self-expression scores

| groups | No. | mean | Standard deviation | Mean differential | t | df | p |
|---------------|-----|------|--------------------|-------------------|------|----|-------|
| Test-group | 20 | 14/1 | 13/77 | 13/95 | 4/47 | 38 | 0/001 |
| Control-group | 20 | 0/15 | 2/1 | | | | |

Table6. T-test of independence groups for comparison Of differential means of test group and control on basic self-expression scores

| groups | No. | mean | Standard deviation | Mean differential | t | df | sig |
|---------------|-----|-------|--------------------|-------------------|------|----|-------|
| Test-group | 20 | 14/45 | 14/15 | 13/25 | 4/14 | 38 | 0/001 |
| Control-group | 20 | 1/2 | 1/9 | | | | |

Discussion:

Result show there is meaningful difference among method of parenting and student assertiveness. As we see on shefe persuaing test, these differences is related to low control method-much love. It means student on the family by low control-much love has more assertiveness than family by high control-low love parenting method. Bamrind research (1999) showed parent of self-sufficient and sociable children are more lovely and warmer than other and has more relationship to their children too. Mac cord (1991) asserts high control leads to non social adaptability. These results show influences of the two factors of control and love.

All researchers believe parent's skill and behavior is very important on children rearing and is influential in every aspects of children life. Parents who have warm relation to their children, children would be more self-esteem. These skills help to avoid more criminal like drug on youth. Instructing assertiveness program has positive effects on students score. There is so many researches to assert our finding like: result of Dorbakhsh (1995), Joyce & wheel (1986), Mac cob & cooperative (2002) Cropat and cooperative (1999).

Those who have self assertive as an effective variable could find many solution on their relation ship. Instructing social skill has preventive role and therapy too. These instructions has positive effects on preventing dangerous sexual behavior among youth (Bumarind, 1991) preventing self-death and drug mal-use (Gorman, 2002) (quoted by poorsharifi, Bahrami Ehsan, Tayephe Tabrizi, 2007)

Joyce and wheel on a report show (1986) university student has more fidelity to use these instructions and use more effective methods for solving dispute, lowering excitement, and social problem. Also self-imagination of people will recover too. Assertiveness is very near to self-imagination and self-respect and help to create self-believe on inner relation of people. Defending of self-right, saying" no", beginning, continue, ending, and how to solve problem ,pressure endurance, freedom sensation, recognizing in selection, getting acceptance, are of common characteristics of self-esteem and assertive persons. (Ford, 1992, quoted by Rezaee, 1997) research result show instructing assertiveness session could increase amount of primary and interactive assertiveness of students.

Family influence on characteristic forming is very clear and many researches have focused on parents' role on children behavior. Bamrind (1991) reported social growth, self-independence, psych health has direct relation to parenting methods. On other study, Vignoli & cooperative (2005) showed training methods are influential on person attachment and job findings. Even in Yuhanberg study (2003) quoted by Vignoli and cooperative (2005) parents were introduced as environmental factoring which does not any effect on their children nourishment habit. By aging and being youth, mental growth and entering greater society, parents influence would be less and less. By independence tendency, likes to make decision about her/his life incidences. These difficulties have been visible on short-term and environmental factor more. Because parents on long term, by compromise and control, or close relation, impose their thought to children. Therefore, short time of post instruction is of factors in which we could not verify variances like parenting clearly. Some non-controllable factors are: time of examination, different behavior of parents, personal differences of students, personality. Researchers prefer more than 4 sessions for instructions but we have limitation from school's officials. Parents did not cooperate on session too. No suitability of the time is another factor; we have to do our research on examination time. This could bring excitement and non-centrality on students too.

Because of these limitations, so many dimensions of research has not been verified and could not find any answer to it. We suggest, researchers do more about it and repeat it on other region of country and on different sex. It require to application on training and instructing organization, training and remedy center, drug abandonment center. On future we could study parents understanding of assertiveness and teachers understanding of functional meaning of assertiveness comparing them together. This study like others was not able to verify long-term effect of instruction. We suppose, researcher do post-test examination on later. One of important factor on assertiveness is cultural differences. Some researcher show assertiveness ability is somehow related to sex, person culture. For example: Florin & zernitski (1987) by comparing Arab girls to Israeli girl and boy are in lower level of assertiveness. Roland (1996) obtained the same result in comparing Asian and American children. We suppose future research has been done on sex and cultural differences on Iranian society.

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